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ABSTRACT

The resource unit, developed by the University of Minnesota's Project Social Studies, introduces tenth graders to a course on United States history. A brief survey of colonial history is provided, serving as a baseline against which to note change in the centuries that have followed. The major ideas about culture, its continuity and change, and its diffusion from one place to another through the process of migration are also illustrated. The course is designed to teach attitudes and skills as well as generalizations and concepts. The inquiry approach to teaching is stressed. Preceding the main body of the unit are three sections on the following: 1) major historical points to be developed in the unit; 2) a list of unit objectives; and 3) content outline showing how different topics in American history can be used to teach the unit's major generalizations. The objectives, content, teaching procedures, and instructional materials to be used are specifically explained in the main body of the unit, and the relationship among these is made clear. A bibliography of student and teacher materials to be used in the course is also provided, however, many other materials can be used in lieu of those suggested. Related documents are SO 006 777-783. (Author/RM)

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Grade Ten
Unit I: THE COLONIAL PERIOD

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RESOURCE UNIT

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1968

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INTRODUCTION

This unit introduces the course on United States History. It provides a brief survey of colonial order to provide a baseline against which to note change in the centuries which have followed. trates major ideas about cultural continuity and change and diffusion of culture from one place through the process of migration. Students should learn that the English colonists transferred homes the customs, attitudes, and institutions which they had known and learned in their homel colonists reflected the changing cultural developments in seventeenth century England, which w new cultural patterns of economics, religion, government, and nationalism. However, the colo modified their culture in terms of new opportunities and problems which they found in America.

Preceding the main body of the unit are three sections which should be read carefully before an of the unit proper.

1. Section one contains a statement of the staff's historian about the major historical points w developed in the unit.

2. Section two contains an overall list of objectives for the unit. The unit suggests many mor than are usually found in resource units. It should be remembered that most of these have in earlier courses in the curriculum. They should be reviewed, tested, and modified as ne unit. The chief generalizations to be developed are marked with asterisks in the overall li

3. Section three contains an overall outline of content showing how different topics in America be used to teach the major generalizations to be taught in the unit. This outline is presente section to help teachers see the unity of the unit. However, the unit procedures do not foll exactly; a somewhat different order seems preferable for teaching, particularly to provide inquiry. The outline of content which is contained in the body of the unit differs some from in order to take into consideration the arrangement of procedures. However, its relations outline is clear.

The format of the main body of this resource unit clarifies the relationship among objectives, c procedures, and materials of instruction.

INTRODUCTION

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the main body of this resource unit clarifies the relationship among objectives, content, teaching nd materials of instruction.

1. The objectives column on the left-hand side of each page answers the question: Why shoul this content and use these procedures?

2. The next column presents an outline of content. It answers the question: What topics sho about American history?

3. The procedures column, found on the opposite page, answers the question: How can we te objectives and this content?

4. The materials column on the right-hand side of the page answers the question: With what we teach the objectives and content and handle the teaching procedures?

The objectives column identifies transferable generalizations, not just singular propositions a history. However, it should be clear that the topics can also be used to teach important propo our early history.

The materials column cites useful materials. It does not include all of the materials which co Teachers should make use of history textbooks which they have available, preferably textbook levels of reading difficulty. They should also make use of existing library resources, includi of some of the colonial leaders.

Since this is a resource unit, teachers should select and add procedures which are most suita class. Teachers are not expected to use all of the suggested procedures.

The factors to be considered in making such a selection are suggested in the overall guide to t course. However, several points which are crucial to this unit are worth pointing to here.

1. The number of activities needed to develop ideas about such concepts as culture, role per status, social mobility, and political power will depend upon whether or not pupils have s high school courses on the behavioral sciences suggested in the Minnesota Project Social lum, or similar courses from another curriculum. These concepts must be reviewed in is essential to teach them thoroughly if pupils have not had the earlier courses. They ar analytical framework developed within the entire course.

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l to teach them thoroughly if pupils have not had the earlier courses. They are crucial to the
framework developed within the entire course.

2. The amount of time needed to teach some of the skills related to the historical method whether or not pupils have had an earlier course or courses which introduce such skill through the Center's sixth grade course and junior high program should not need as ex those who have never had these or similar courses.

3. The extent to which the class should study the cultural use of the environment will depe or not pupils have studied the sixth grade course in the Center's Curriculum.

4. The amount of time needed to teach the suggested reading and note-taking skills will al how much attention has been given to these skills in earlier courses. All of them have in earlier courses in the Center's curricular program.

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COLONIAL COMMUNITIES -- THE FOUNDATIONS OF AMERICAN CIVILIZAT

Robert F. Berkhofer, Jr.

Articulation With Earlier U.S. History Course

In order to provide both the basis for American civilization as a base line for social and cultural change, a course in American History must start with a brief survey of the English colonies in the seventeenth century. Traditionally, one method of achieving articulation between lower and upper level American history courses is by the omission of the colonial period, which was covered in an earlier grade. While it is true that a certain amount of this part must be review, the economic and political sectors will be new for the most part and certainly the emphasis is different, because the work on systems of the preceding grades will allow a more comprehensive and rigorous analysis than earlier. The family and community migration of the sixth grade when placed in the context of American history becomes only a small part of the total story. The teacher should review, however, the material presented earlier, for the generalizations are still valid.

In this unit, the colonies should be taught as total communities not only in their relationship with Europe but also with each other. Furthermore, the whole unit should be taught on as comprehensive a level as possible and in as short a time as possible (no more than three weeks). Factual details of founding, of laws passed, and persons acting should for the demonstration of the large

The Colonial Period

Although the colonists noted t a modern day observer is struck similarities among them. It is th that constitute the foundations of tion.

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The Colonial Period

Although the colonists noted their own diversity, a modern day observer is struck more by the broad similarities among them. It is these similarities that constitute the foundations of American civilization.

The colonists naturally transferred to their new homes, the customs, attitudes, and institutions that they had known in their homelands. All of the colonists were European (except for the African Negroes), and the majority were English. So it is to Europe and particularly England that one must look for the bases for cultural systems in the colonies. Yet, to look to Europe presumes a knowledge of European history that the students will not have in this curriculum. Somehow the teacher must show the European basis of American civilization in spite of the students' ignorance of European history.

From the presentation of this European base, furthermore, the students should not receive the idea that Europe was static and from it came a dynamic new world. The New World was discovered,

fought over, and settled according to the new forces in Western Europe at that time. The foundation of American civilization was the transmittal of these changing patterns of religion, nationalism, government, and economics. As was pointed out in the sixth grade curriculum: Latin America was settled in the 1500's by Spain and Portugal and the America north of this in the 1600's by France and England; this time differential made for the profound differences in each of these nation's colonies.

Colonies were nothing new in the history of the world, but that Western Europe desired and founded overseas outposts in the fifteenth and sixteenth centuries meant the conjunction of several newer trends in European history. Most obviously, the instruments and techniques of navigation had developed (or redeveloped) to a point where long ocean voyages were relatively safer and more certain. More importantly, nationalism had proceeded to a point where the interests of the nation seemed to demand colonies for the sake of prestige and for the sake of the economy. Although religious differences did not cause exploration and settlement of the New World initially, the Catholic-Protestant conflict added fuel to the nationalistic differences about colonization. All of these new trends were subsumed in the concept of empire.

Underlying the concept of empire was the idea of nationalism. It was those European nations that were struggling for national unification that also sent out explorers to carve up the New World in their names. (According to the international law con
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(According to the international law concepts of time, the New World was open for claim because its inhabitants were not Christian.) With the rise of the nation-state system went constant international rivalry in war, with trade as its adjunct. So the colonies were sought and fought over by the mother country to bolster the economic strength of its military posture. This form of economic nationalism has been termed mercantilism by the historians.

The rise of capitalism was necessary to both mercantilism and the settlement of the New World. From the viewpoint of the state, mercantilism was a series of principles or maxims about the utilization of private trade by capitalists to strengthen the state to support the army. From the viewpoint of private capitalists, it was aid in the form of a strong navy for the protection of trade, bounties for the production of certain goods or crops, or other state aid or protection for the increase of their commerce. The alliance between the state and the merchants was beneficial to both in terms of mercantile theory. The English colonists were settled within these conceptions for the benefit of state and private capitalists. While the interests of king, merchants, and settlers might all be different, all were eager for profits on trade. Supposedly the diverse aims of all were consistent to the prosperity of all. English Colonization was a product of private enterprise, financed by men who were chartered initially by the king. America was founded in the newer capitalistic spirit of modern Europe.

The colonists sought piety as well as prosperity in the New World. Early Virginians, like early New Englanders, built churches first after landing and hoped to save the New World from the Catholic French and Spanish. In spite of the traditional stress on the differences between Anglicanism and Puritanism, recent analysis discloses their great similarity upon religious, social, political, and economic aspects of life. Both were English forms of Protestantism and both held traditional views upon the relation of church to state and to secular life. Both groups assumed allegiance to one state in an era of religious wars. Most of the settlers came to the colonies, therefore, with the expectation of erecting a state church, although they might differ upon its denomination. If some colonies were freer than others in tolerating religious faiths, even these stopped short of complete religious freedom. All colonies were Christian, and essentially all were Protestant. *

When the colonies were being founded during the seventeenth century, the people at home were fighting over control of the government. Thus the evolution of English government towards more self-rule by and representation of the middle classes as represented by the victory of Parliament over King in two revolutions was also the gain of the colonists. For the government of the colonists was, of course, the government of all Englishmen at Whitehall. Although the colonists soon gained legislative bodies of their own under the prevailing conception of English rights, technically their real representatives and not in some colonial capital. Ev colonists looked more and more to th lative assemblies as the equivalent o for them. Gradually a political struc by mid-eighteenth century of governo assembly, and independent court sys England, participation in this colonia through suffrage and office-holding w to those with a stake in society, such holders.

The class structure reflected th economics, religion, and politics. the classic English sense was a landl man in the Anglican Church, and a ju In short, his social, economic, relig litical positions were a unity, for so state were one at this time. English highly stratified, although mobility e idea of a stratified society migrated lantic like other attitudes, yet the pe across the ocean were not a represe of all the classes. The nobility and had little reason to emigrate, for the serve in their stead. The poorest cl afford the trip, except at someone el and then they were presumed to have So it was from the middle classes th whether as farmers, merchants, or servants, came. If colonial society in traditional fashion, it was these n

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technically their real representatives sat in London and not in some colonial capital. Even so, the colonists looked more and more to their own legislative assemblies as the equivalent of Parliament for them. Gradually a political structure evolved by mid-eighteenth century of governor, council, assembly, and independent court system. As in England, participation in this colonial government through suffrage and office-holding was restricted to those with a stake in society, such as property holders.

The class structure reflected these aspects of economics, religion, and politics. A gentleman in the classic English sense was a landlord, a vestryman in the Anglican Church, and a justice of peace. In short, his social, economic, religious, and political positions were a unity, for society and the state were one at this time. English society was highly stratified, although mobility existed. The idea of a stratified society migrated across the Atlantic like other attitudes, yet the people who came across the ocean were not a representative sampling of all the classes. The nobility and the very wealthy had little reason to emigrate, for their funds would serve in their stead. The poorest classes could not afford the trip, except at someone else's expense, and then they were presumed to have work habits. So it was from the middle classes that the colonists, whether as farmers, merchants, or indentured servants, came. If colonial society was to stratify in traditional fashion, it was these middle class

people who had to fill the various positions. Thus, colonial aristocracy was based less on birth and more on wealth, and the colonial class structure was disproportionately middle class compared to that of the home country.

Here we have the cultural basis for American civilization. In broad outline, American society has been capitalistic, Protestant, middle class, and based upon English rights throughout most of its history. Yet, it is evident that change occurred even in the colonial period--a period that embraces almost half of so-called American history.

Some of the changes in colonial society from the English and European genesis are due to the nature of the migration to the colonies. The preponderant middle classness has already been mentioned, and the selective character of the migrants meant an aggressive, confident, individualistic class reinforced by the courage required to make the trip. Social mobility would seem greater in the colonies simply because of the necessity of filling the traditional structure with new blood (and money). In addition, the proximity of English, Scotch-Irish, and Germans in certain areas meant religious diversity and de facto toleration in spite of established churches.

Other changes must be attributed to the empty land available for exploitation. (From the English point of view, the Indian did not own the land legally, and could be physically removed if necessary.)

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Land was a criterion of social status in the old country, and the cheap acres in the colonies meant more rapid mobility for many. In addition, land was one of the chief factors for the production of wealth. The large quantities of good soil made farming profitable, although the scarcity of labor proved continually vexing to colonial capitalists. Neither indentured servants nor slaves solved this common New World problem. New status and new wealth gave increased opportunity to participate in government under the old criteria. Lastly, and this is very difficult to measure, the empty spaces seemed to offer opportunity for experimentation and development whether religious, social or economic.

Frequently, these changes are subsumed under the idea of a frontier influence. This interpretation as it has been used in American history is much too imprecise, much too mystical for the rigorous analysis urged in this curriculum. The strictures in the sixth grade curriculum upon economic and geographic determinism in relation to colonial development are relevant here and should be reviewed. In addition, changes in the cultural assumptions of the colonial period are difficult to measure although obviously they occurred. The problem is to present both the dynamism of the colonial period and yet the persistence of basic attitudes about government, economics and class.

In teaching the colonial period, the teacher should avoid the normal implicit attitude that the

colonies were bound to merge into an independent nation. The history of Canadian and Carribbean British colonies should be simple proof to the contrary. It is only nationalistic hindsight that sees the small beginnings upon the tide water inevitably becoming the large United States of America. Rather the seventeenth century colonies were coastal communities. Communication between them was probably less frequent than with England. After all, they were English who looked to the mother country for models. The colonists looked more across the ocean than across the vast continent "behind" them. Settlement, even at the end of the colonial period, was still confined to the area east of the Appalachians. Transportation facilities, numbers of population, communication difficulties, national ties, trade, and a host of other things all conspired to this result.

OBJECTIVES

This unit should make progress toward the development of the following:

GENERALIZATIONS

1. Migration of people from one part of the world to another involves the movement of culture and material objects and so the diffusion of culture.

2. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

   a. The significance of location depends upon cultural contributions both within and outside of a country or area.

3. Culture differs from one society to another.

* 4. A given culture is a network of culture complexes of cultural traits which are patterned in a distinctive way.

5. A given culture is an integrated whole, based on fundamental postulates or values.

6. Although culture is always changing, certain parts or elements may persist over long periods of time.

   * a. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, i tion, in ideology, or whatever el the cultural system.

   b. Culture traits may change throug of innovation from within.

7. Culture is learned, not inborn.

   a. The individual acquires his attitu behavior patterns, meanings, an about his future--in other words, of his society--through the proce tion.

8. In all societies people are expected certain ways and are taught that cer good and certain things bad.

*9. Whenever things valued by a society there will be differential access to a these valued and scarce things by su the society.

   a. Class membership has certain ef behavior (class correlates).

   b. Control of one or a few scarce an may enable a group to get control and valued things and thus pyram

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whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

b. Culture traits may change through a process of innovation from within.

7. Culture is learned, not inborn.

a. The individual acquires his attitudes, values, behavior patterns, meanings, and expectations about his future--in other words, the culture of his society--through the process of socialization.

8. In all societies people are expected to behave in certain ways and are taught that certain things are good and certain things bad.

*9. Whenever things valued by a society are scarce, there will be differential access to and control of these valued and scarce things by sub-groups within the society.

a. Class membership has certain effects on life and behavior (class correlates).

b. Control of one or a few scarce and valued things may enable a group to get control of other scarce and valued things and thus pyramid their power.

c. Societies differ in the relative number of ascribed and achieved statuses they provide and the relative emphasis they are given.

1.) Status may be acquired by birth, achievement, or some combination of birth and achievement.

d. Members of a class can move out of the class by various means, and this mobility may be up or down. The amount of mobility differs in different societies.

1.) People can move out of one class to another by marriage or by a change in their control of status-conferring factors such as money, education, political office, land, etc.

2.) Mobility increases as something happens to remove the group which has held the highest status in the past, thus making room for lower status groups to move up on the scale.

10. Political power is unevenly distributed through a population.

a. The unequal distribution of political power reflects the basic unequal distribution of resources, skills, and motivation in a society.

11. Democracy as a political form is b
eral assumptions that majorities o
best judges of what is good for the
are entitled to make such decision

12. People in most societies of the wo
people living in other communities
for certain goods and services and
their goods. The degree of depend
communities varies from one socie

a. Specialization, whether by geogr
person, or company, leads to in

b. A place needs cheap and rapid t
in order to carry on much trade

13. Every economic system faces scar
enough productive resources to sat
wants.

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15. Economic systems are usually mix
public and private ownership and w

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tatus may be acquired by birth, achievement, or some combination of birth and achievement.

bers of a class can move out of the class arious means, and this mobility may be up wn. The amount of mobility differs in dift societies.

People can move out of one class to another by marriage or by a change in their control of status-conferring factors such as money, education, political office, land, etc.

Mobility increases as something happens to remove the group which has held the highest status in the past, thus making room for lower status groups to move up on the scale.

l power is unevenly distributed through ation.

unequal distribution of political power cts the basic unequal distribution of reces, skills, and motivation in a society.

11. Democracy as a political form is based on the general assumptions that majorities of citizens are the best judges of what is good for them and that they are entitled to make such decisions.

12. People in most societies of the world depend upon people living in other communities and countries for certain goods and services and for markets for their goods. The degree of dependence upon other communities varies from one society to another.

    a. Specialization, whether by geographical area, person, or company, leads to interdependence.

    b. A place needs cheap and rapid transportation in order to carry on much trade with other places.

13. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

14. Certain basic economic questions related to allocation are resolved in some fashion in every society, although perhaps in no other way than by tradition. These questions are: (1) What and how much shall be produced? (2) How shall something be produced? and (3) How shall these goods and services be distributed among the population?

15. Economic systems are usually mixed, with both public and private ownership and with decisions

made both by the government and by individual members of society.

16. At any specific time the total economic output is affected by the quantity and quality of productive resources (natural resources, labor, and capital goods), by the level of technology, and by the efficiency of the organizational structure.

    a. The rational use of resources calls for the use of more of those resources in large supply as a substitute for those in short supply, even if a different balance might increase output per man hour.

17. Prices (including wages) are affected by supply and demand.

18. As compared with individual enterprises and partnerships, corporations and joint stock companies make possible a larger investment in capital goods.

* 19. There are many sources or bases of national power in dealing with other countries. Differences in population, resources, and industrial capacity are reflected in differences in national power.

20. Social scientists set up classifica
purposes; the use of different crit
different classifications.

21. A person's frame of reference aff
ceptions and interpretations.

    a. It is impossible to understand
    a piece of writing without unde
    author's frame of reference an
    ulary.

SKILLS

1. Attacks problems in a rational ma

    a. Sets up hypotheses.

2. Gathers information effectively.

    a. Adjusts reading rate to purpo

    b. Reads for main ideas and to a
    tions

    c. Takes effective notes on read

    d. Takes effective notes on lectu

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many sources or bases of national pow-
ng with other countries. Differ-
pulation, resources, and industrial
reflected in differences in na-

20. Social scientists set up classifications to suit their purposes; the use of different criteria result in different classifications.

21. A person's frame of reference affects his perceptions and interpretations.

    a. It is impossible to understand the meaning of a piece of writing without understanding the author's frame of reference and use of vocabulary.

SKILLS

1. Attacks problems in a rational manner.

    a. Sets up hypotheses.

2. Gathers information effectively.

    a. Adjusts reading rate to purpose in reading.

    b. Reads for main ideas and to answer questions

    c. Takes effective notes on reading.

    d. Takes effective notes on lectures.

e. Uses the Dictionary of American Biography.

f. Uses different types of atlases, including historical atlases of various types.

3. Evaluates information and sources of information.

a. Differentiates between primary sources and secondary accounts.

c. Looks for points of agreement and disagreement among sources of information.

d. Differentiates between facts, inferences, and value judgements.

e. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

f. Is able to make participant-observer distinctions.

4. Organizes and analyzes information and draws conclusions.

a. Categorizes data.

b. Applies previously-learned concepts and generalizations to new data.

c. Identifies cultural assumptions.

d. Tests hypotheses against data.

e. Generalizes from data.

ATTITUDES

1. Is curious about social data.

2. Is sceptical of conventional truths an widely-held and popular notions be ju ance with standards of empirical vali

3. Evaluates sources of information.

4. Is sceptical of the finality of knowled generalizations and theories as tenta subject to change in the light of new

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c. Identifies cultural assumptions.

d. Tests hypotheses against data.

e. Generalizes from data.

ATTITUDES

1. Is curious about social data.

2. Is sceptical of conventional truths and demands that widely-held and popular notions be judged in accordance with standards of empirical validation.

3. Evaluates sources of information.

4. Is sceptical of the finality of knowledge; considers generalizations and theories as tentative, always subject to change in the light of new evidence.

Outline of Content

I. A given culture is an integrated whole, based on fundamental postulates or values: it is a network of cultural complexes of cultural traits which are patterned in a distinctive way; change in one area of culture results in changes in other areas. The English colonists naturally transferred to their new homes, the customs, attitudes, and institutions they had known and learned in their homeland. Seventeenth century England, however, was developing new cultural patterns of economics, nationalism, religion, and government. The colonists reflected these changing patterns.

   A. The English colonies were founded in the newer capitalistic spirit of modern Europe.
      1. English colonization was the product of private enterprise, financed by men who were chartered by the King.
      2. While the interest of the King, merchants, and the colonists might all be different, all were eager for profits on trade.
      3. The English promoters of colonization expected the state to protect, encourage, and aid their commerce.

   B. Underlying the concept of empire was the idea of nationalism.
      1. The rise of the nation-state system had proceeded to a point where the acquisition of colonies was encouraged for prestige reasons.
      2. A new form of economic nationalism, mercantilism, encouraged the acquisition of colonies to bolster the economic strength of the mother country.
      3. International rivalry based on military power and trade encouraged frequent wars.
      4. Although religious differences did not cause exploration and settlement of the New World initially, the Catholic-Protestant conflict added fuel to the nationalistic conflict over colonies.

   C. The English colonies were founded in an era of religious conflict and militancy.
      1. Although English forms of Protestantism predominated in the colonies,

there was a far greater proportion of dissenters in the colonies than in England.
2. Anti-Catholicism was prevalent among all the English forms of Protestantism.
3. Both dissenters and Anglicans erected established churches where they were able to and they did not extend complete religious freedom to the other non-conforming Christians.

D. While the English colonies were being founded during the 17th Century the English people at home were fighting over control of the government.
1. The middle class, using Parliament as an agency against the King, sought and obtained more self-rule and representation in government for themselves.
2. Suffrage and office-holding continued to be restricted to those with a stake in society, namely property holders.

II. Change in one area of a culture results in changes in other areas. Class structure in the colonies was a reflection both of the mother country and of changes which the migration to the New World produced.

A. The English model of society was used: colonial society was definitely stratified although mobility existed as it had in England; since 17th century colonists as well as Englishmen considered society and state a unity, those who hold political power, also had social, religious, and economic power.

B. The English migrants to the New World were not a representative sampling of all the English classes, however. A disproportionate number of the middling classes came, having certain effects:
1. The colonial aristocracy was based less on birth and more on wealth.
2. The colonial middle class was disproportionately larger when compared with that of the mother country.

3. The selective character of the migrants meant an aggressive, confident, individualistic group.
4. Social mobility seemed greater simply because of the necessity of filling the traditional structure with new blood.

C. Since land was a criterion of social status in the Old World, the availability of cheap acres mean more rapid mobility upward for many. When the colonist acquired good soil, he was likely to acquire not only wealth but social status and political power according to the traditional English standards.

III. Peoples living in the same type of environment use it differently, depending on their cultural values, knowledge, and technology. Colonial settlement, even at the time of the Revolution, was still confined to the area east of the Appalachians; English patterns of life still continued to be the models for colonial life.

A. The colonists' conceptions of land use and of the status of landholding were primarily English.

B. Communication and trade were directed primarily to England, and secondarily, to the other countries.

C. Transportation facilities, population density, communication difficulties, trade, and a host of other things combined to keep settlement east of the Appalachians.

OBJECTIVES	OUTLINE OF CONTENT
S. Applies previously-learned concepts and generalizations.	I. To understand the history of the American c the colonies differed from present-day Unite necessary to understand the concept of cultu
A. IS CURIOUS ABOUT SOCIAL DATA.	A. People's actions are affected by their cul perceptions which they have learned thro of socialization.
G. Culture differs from one society to another.	B. Culture differs from one society to anothe the culture of their society as they grow families and other groups with which they tact.
G. In all societies people are expected to behave in certain ways and are taught that certain things are good and certain things bad.	

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OUTLINE OF CONTENT

I. To understand the history of the American colonies and how the colonies differed from present-day United States, it is necessary to understand the concept of culture.

A. People's actions are affected by their cultural values and perceptions which they have learned through a process of socialization.

B. Culture differs from one society to another; people learn the culture of their society as they grow up from their families and other groups with which they come into contact.

TEACHING PROCEDURES

MATERIALS

1. Hold a discussion in which students review the meaning of culture. They should have a good grasp of this concept if they have come through the earlier courses in the Minnesota Project Social Studies program, particularly the seventh grade course. If it seems wise, use several of the following activities to help pupils develop a better understanding of the concept.

   a. Ask boys individually if, after a long absence from home, they kiss their mothers, fathers, or brothers. After surveying the boys in the class on this question, point out that this is typical behavior for recent immigrants from Southern and Eastern Europe. Ask boys why they do or do not follow this practice.

   b. Ask the girls in the class if they kiss relatives after a long absence. Compare the behavior of girls with that of boys in the class and that of recent immigrants from Southern and Eastern Europe.

   c. Ask the class: Do you believe that boys and girls of your age should engage in romantic kissing? Where and when is such behavior proper? Compare the attitudes of class members to those of peoples in some other cultures toward romantic kissing before marriage (e.g. Hausa of Nigeria--see unit in grade two for help; earlier Chinese norms, etc.)

   d. Perhaps give pupils some food which they would consider exotic and ask them to eat it. (e.g. You might offer someone a chocolate covered grasshopper

G. Culture is learned, not inborn.

without telling the student what it is. It may be wise to tell him just before he bites into it. Have the class discuss his reaction and the reasons for it. Be sure to point out that this food is a delicacy in another culture.)

e. Choose ten volunteers and send them out of the room. Then tell the class to note carefully the distance which each student stands from another when doing certain things. Now call the first two couples in, one after the other, and ask each couple to shake hands with each other. The rest of the class should make notes of their observations. Ask the next two couples to come to the front of the room, (one after the other) and pretend that they are at a party conversing. They should be asking each other questions such as those they might ask at such a party. (If there is a foreign student in class, have him take part in the experiment in the last of these couples. Pupils should notice carefully whether or not he behaves in the same way that the others do.) Now call in the other two students, one at a time. When each student comes in, the teacher might start talking to him and walk up to him, finally getting closer than arms length. (The pupil is likely to back off some at that point.)

Now discuss: How far apart did these couples stand when they were conversing? What happened when I (the teacher) got closer to the student than that? Why do you think this is true when in some societies people stand much closer than arms length and some would not stand so close?

f. Perhaps do the following: Ask: How early does a person learn the role he is to play as a male or female in our society? Have pupils set up hypotheses about whether or not a five-year old child would know his or her role. Then bring in two five-year old girls and two five-year old boys and have students ask them a pre-arranged list of questions such as: Would you cry if you fell down? Why or why not? Do you like to play

G. Culture is learned, not inborn.

G. A given culture is a network of culture complexes of cultural traits which are patterned in a distinctive way.

G. The individual acquires his attitudes, values, behavior patterns, meanings, and expectations about his future--in other words, the culture of his society--through the process of socialization.

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G. Although culture is always changing, certain parts or elements may persist over long periods of time.

C. Although present-day culture in the U.S. culture of Colonial America, certain ele sisted.

S. Applies previously-learned concepts and generalizations.

S. Sets up hypotheses.

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parts or elements may persist
g periods of time.

previously-learned concepts
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ypotheses.

C. Although present-day culture in the U.S. differs from the culture of Colonial America, certain elements have persisted.

with dolls? Why or why not? Would you like to wear a dress to school tomorrow? Why or why not? etc. Then have each student prepare a written statement about whether or not he thinks the data they have collected from these children's responses support or refute their hypotheses.

These demonstrations should point out that many cultural acts are so bred into us that to think about them at all is unusual --we take them for granted. The teacher should also be able to use them to review the idea that culture is learned and ways it is learned.

If pupils have not come through the Center's seventh grade course, you may wish to use (in modified form) some of the activities suggested in the units for that course to teach pupils the meaning of culture and that culture is learned. Supplement the suggestions in a-f as needed to make sure that students understand these ideas.

2. Hold a discussion on the questions: What do you think are the major characteristics of our culture? (What values do you think Americans hold as most important? What typical behaviors do we exhibit which would not be as likely to be found in some other societies?) Also discuss: How do you think our culture developed in this fashion? (This should be review for pupils who have come through the Center's sixth grade course. Otherwise, have pupils set up hypotheses to test as they study U. S. history.)

3. If activity no. 2 is not used, prepare a bulletin board entitled the "Good Old Days vs. Today's World." Select pictures that show the vast differences between the economic activities of colonial times and today. Ask: What differences do you see between the economic activities of the colonial period and today? What cultural facets do the people of both periods seem to have in common. Now discuss the last questions suggested in activity 2, above.

A. IS CURIOUS ABOUT SOCIAL DATA.

S. Sets up hypotheses.

II. The settlement of the colonies was related t
economic developments in Europe, and the
to the early colonies reflected the views of
ture in the countries from which they came

A. Most of the colonists came from Englan
dle class, capitalistic minded, Protesta

S. Categorizes data.

A. IS CURIOUS ABOUT SOCIAL DATA.

S. Sets up hypotheses.

ABOUT SOCIAL DATA.

heses.

II. The settlement of the colonies was related to political and economic developments in Europe, and the people who came to the early colonies reflected the views of the existing culture in the countries from which they came.

A. Most of the colonists came from England and were middle class, capitalistic minded, Protestants.

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heses.

4. Give a pretest to determine what conceptions the students have about the English colonial settlers. Ask each student to write an essay (in about 20 minutes) in which he describes as fully as he can what he thinks an average settler was like (his nationality, religion, ideas, income, occupation, personality, social views, customs, etc.)

5. After students have completed their essays, read aloud several of them. Have a classroom secretary make two parallel lists on the chalkboard of the characteristics named in each. The class should compare the two lists, noting points of agreement and disagreement. (As characteristics are listed, make sure that pupils understand what is meant by each.)

   Now ask: How many of the rest of you identified this characteristic? (Count hands on the first one on the chalkboard and then go on to the others.) What other characteristics did you list? (Add these on the chalkboard in a third list.)

   Pupils may or may not, depending upon earlier courses which they have had or their general fund of information, identify those aspects which are most characteristic: Protestant, capitalist, middle class, Anglo-Saxon. If not, ask a series of additional questions to help bring out these characteristics or to have pupils set up hypotheses about them. (e.g. What religion did most of the colonists have? Christian or non-Christian? Catholic or Protestant? Why do you think so? Were most of the early colonists members of the poorest classes in other countries or were most of them members of the middle or upper classes? Why do you think so? From what country did most of the members of the thirteen colonies come? etc.)

S. Applies previously-learned concepts and generalizations to new data.

S. Sets up hypotheses.

S. Sets up hypotheses.

B. At the time of the English settlements in A
land and Europe were going through a peri
and even revolutionary changes.

S. Reads for main ideas and to answer questions.

S. Adjusts reading rate to purpose in reading.

1. Underlying the concept of empire and t
of the American colonies was the idea

a. The rise of the nation-state system
to a point where the acquisition of
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B. At the time of the English settlements in America, England and Europe were going through a period of dymanic and even revolutionary changes.

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1. Underlying the concept of empire and the settlement of the American colonies was the idea of nationalism.

   a. The rise of the nation-state system had proceeded to a point where the acquisition of colonies was encouraged for prestige reasons.

6. Once pupils have suggested a final list of characteristics or alternative lists as hypotheses, discuss: Do you think it meant the same thing to be a Protestant in the 17th century as it does today? Why or why not? Do you think it meant the same thing to be a member of the middle class in the 17th century as it does today? Why or why not? How do present-day capitalists view government intervention in the economy? Do you think 17th century capitalists view such intervention in the same way?

   Obviously, students will not know the answers to many of these questions about the 17th century. If they have come through earlier courses in the Center's curriculum, they will probably hypothesize that people in these different groups in the 17th century would not have been the same in all ways as people in such groups today and would not have perceived their situation in the same way. Keep a list of the class' hypotheses and reasons for them and ask students to check them as they study this unit.

7. Before pupils do any reading, discuss: Why do you think England wanted colonies in the New World? Have pupils make suggestions to be checked as they read later. The kinds of suggestions will depend upon what they remember from an earlier course on U. S. history.

Developmental Activities

8. Have pupils read parts 1 and 2 of Gallman to gain an overview of the economic assumptions of the age, both in England and in the colonies. They should read rapidly to try to find out what economic reasons English leaders had for trying to colonize the new world and what economic reasons people had for coming to the new world.

Gallman, I
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5-29.

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ions of the age, both in England and in the colonies. They should
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to colonize the new world and what economic reasons people had
to the new world.

Gallman, Developing the American Colonies, pp. 5-29.

G. There are many sources or bases of national power in dealing with other countries. Differences in population, resources, and industrial capacity are reflected in differences in national power.

G. Nationalism usually makes people prepared to divert resources and effort into channels in which they will make a contribution to national power.

S. Generalizes from data.

S. Tests hypotheses against data.

b. A new form of economic nationalism, encouraged the acquisition of colonie economic strength of the mother cou

c. International rivalry based on milita trade encouraged frequent wars.

2. Although religious differences did not c and settlement of the New World initiall Protestant conflict added fuel to the nat flict over colonies.

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c. International rivalry based on military power and trade encouraged frequent wars.

2. Although religious differences did not cause exploration and settlement of the New World initially, the Catholic-Protestant conflict added fuel to the nationalistic conflict over colonies.

They should look for information which might support or refute their hypotheses about similarities or differences between 17th century and present-day Protestants, middle class, and capitalists. Before pupils begin reading, review techniques for reading rapidly for the main ideas and to answer questions. Discuss the differences in rate of reading for such purposes and for details or for entertainment. (It would be possible to use texts rather than Gallman for this activity, but few texts analyze the material needed as well as Gallman. It would be possible for some students to read Gallman and some to read available textbooks on U. S. history.)

9. Afterwards, discuss: What do we mean by capitalism today? (Review what pupils learned in the Center's ninth grade course.) How was 17th century capitalism related to mercantilism? In what ways are 17th century and present-day capitalism alike and unlike?

   Perhaps call for volunteers to role-play a discussion between several 17th century capitalists in England and several U.S. capitalists of today about the question: How much regulation of business activity and trade is wise?

   Perhaps ask for volunteers to role play an imaginary discussion in heaven between a 17th century Protestant and a modern-day Protestant about how he perceives tne importance of his religion, religious differences in the world, and the danger to him from such religious differences.

   Return to the pupils' list of hypotheses set up in activities 5-6. Have the class examine them to see whether they wish to cross off some as refuted by the evidence thus far, if they wish to modify some, or if they wish to add others for further testing against other data.

S. Generalizes from data.

S. Differentiates between primary sources and secondary accounts.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

S. Checks on the bias and competency of witnesses, authors, and producers of materials.

G. It is impossible to understand the meaning of a piece of writing without understanding the author's frame of reference and use of vocabulary.

S. Checks on the completeness of data and

10. Have the students compare the space and treatment of colonization in European textbooks and American texts. Let them read only for the main ideas presented. Have the students try to analyze the reasons for the differences, thus putting the colonization movement into historical perspective. Make certain the students realize that the English colonies were founded during a dynamic, changing (even revolutionary) period of English and European history so that they do not think of the Old World as static and the New World as different and "new."

. Discuss: How do we know what the assumptions of these 17th century Englishmen and colonists were? (As necessary, ask additional questions to bring out the problems faced by historians, the kinds of materials he uses, and how he analyzes such materials. e.g. Suppose you were an historian. What kinds of evidence would you look for? What kinds of records might you find? Who would have been writing the accounts in the 17th century? Does this raise any difficulties for you if you want to know how widespread certain beliefs were at that time? What other problems would you as an historian face in trying to decide how much faith to put in certain records?)

How much is needed at this point to teach the class something about the historian's craft and problems of historical criticism depends upon what kinds of courses students have had earlier. If they have come through the Center's sixth grade course and reviewed ideas of evaluating sources of information in grades 7-9 or if they have had other courses which have dealt with problems of historical criticism, the discussion suggested above may be enough at this point to remind pupils of the need to evaluate sources of information and the points which must be kept in mind in such evaluation. If not, you may wish to do one of several activities such as:

a. Use an example such as that suggested in Unit 1 in the Center's

is wary of generalizations based on insufficient evidence.

S. Checks on the bias and competency of witnesses, authors, and producers of materials.

S. Is able to make participant-observer distinctions.

G. A person's frame of reference affects his perceptions and interpretations.

S. Differentiates between primary sources and secondary accounts.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

S. Checks on the bias and competency of witnesses, authors, and producers of materials.

G. A person's frame of reference affects his perceptions and interpretations.

S. Checks on the completeness of data and is wary of generalizations based

sixth grade course in which you show pupils a film of a different culture and ask them to pretend that they are explorers and are trying to write an account to tell people at home about what this group of people is like. Compare accounts and have pupils note differences in what different students report (either disagreement about facts or differences in facts thought important enough to record), the way in which students' own values affect the views they express about the culture (including the adjectives they use), and ways in which their own culture affects the kind of things reported. (e.g. To what extent have they reported the things which they think strange or different from their own culture rather than the things which the other culture has in common with theirs? To what extend have they focused upon what they consider very different to the exclusion of reporting upon the total culture in a systematic way?) From such an activity, it is easy to lead into the problems of using eye-witness accounts of earlier periods.

b. Use current examples within the school or school activities which all pupils have observed and have pupils write accounts of what happened. If they have not observed the events, they should ask other students in school what happened and then write an account, indicating their sources of information. Try to choose a fairly dramatic incident, or even ask some teachers and students in another class to stage such an incident for purposes of this activity. Compare accounts and analyze the differences in first-hand accounts and hearsay, the degree of agreement or disagreement about what happened, ways in which the personal attitudes and interests of students have affected their accounts, etc.

c. Have pupils look at some recent public opinion poll about a topic which interests them. Discuss: How well do you think such a poll reveals the

on insufficient evidence.

S. Checks on the bias and competency of witnesses, authors, and producers of materials.

S. Checks on the bias and competency of authors.

A. EVALUATES SOURCES OF INFORMATION.

S. Looks for points of agreement and disagreement among sources of information.

A. EVALUATES SOURCES OF INFORMATION.

S. Reads for main ideas and to answer questions.

C. The English colonies were founded in th
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C. The English colonies were founded in the newer capitalistic spirit of modern Europe.

actual state of opinion in this country? (If possible compare several opinion polls during a political campaign or about the same topic in which the pollsters arrive at different conclusions. Also discuss the problems of sampling involved and the way in which the wording of questions or the people who are interviewers may affect the way in which people respond to such questions. Perhaps review some of the ideas learned in the seventh or eighth grade courses of the Center on problems of sampling and conducting surveys.) Then ask: Would such polls provide future historians with any better records about our day than present-day historians have about the attitudes of people some centuries ago? Why or why not?

d. Find examples in newspapers or magazines of news stories which seem contradictory or which use colored words and phrases to present certain interpretations. Try to choose stories about events in which pupils are interested. Have the class evaluate such stories for bias and to decide what they can conclude from such accounts. What problems do they see in using such accounts as evidence?

e. Tell pupils about some famous historical hoax which illustrates the problem which historians face in trying to ascertain whether or not records are what they purport to be.

See almos
historical

These and many other kinds of activities can be used to introduce pupils to the problems faced by the historian, the techniques he uses in trying to ascertain facts about the past, the need to evaluate sources of information in terms of the bias and competency of authors and the completeness of data, and the need to compare different accounts of the same events.

12. Assign all but one or two students a colonial figure of prominence. (Assign the others the task suggested in activity #13.) Students are to locate

state of opinion in this country? (If possible compare several
n polls during a political campaign or about the same topic in
the pollsters arrive at different conclusions. Also discuss the
ms of sampling involved and the way in which the wording of
ons or the people who are interviewers may affect the way in
people respond to such questions. Perhaps review some of the
learned in the seventh or eighth grade courses of the Center on
ms of sampling and conducting surveys.) Then ask: Would such
rovide future historians with any better records about our day
resent-day historians have about the attitudes of people some
ies ago? Why or why not?

xamples in newspapers or magazines of news stories which
contradictory or which use colored words and phrases to present
interpretations. Try to choose stories about events in which
are interested. Have the class evaluate such stories for bias
decide what they can conclude from such accounts. What prob-
o they see in using such accounts as evidence?

pils about some famous historical hoax which illustrates the
n which historians face in trying to ascertain whether or not
e are what they purport to be.

See almost any book on the historical method.

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in facts about the past, the need to evaluate sources of informa-
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S. Categorizes data.

1. English colonization was the product
prise, financed by men who were cha
King.

2. While the interest of the King, merch
colonists might all be different, all w
profits on trade.

3. The English promoters of colonizatio
state to protect, encourage, and aid t

S. Uses the Dictionary of American Biography.

S. Categorizes data.

gorizes data.

1. English colonization was the product of private enterprise, financed by men who were chartered by the King.

2. While the interest of the King, merchants, and the colonists might all be different, all were eager for profits on trade.

3. The English promoters of colonization expected the state to protect, encourage, and aid their commerce.

the Dictionary of American
aphy.

gorizes data.

the following information about the person they investigate: religion, family status, education, occupation, relative income level, amount and kind of property held, and offices held in government and church. Perhpas give each pupil a chart on which he can record his information. Each student should then add his information to a chart made on a large sheet of white paper for posting on the bulletin board or on a chart on a piece of acetate for projecting with an overhead projector. Or one or two students who print well might be asked to record all of the data collected by the others on such a chart. Perhaps group the leaders on the chart by northern, middle, and southern colonies.

See possible
in the append

Encourage most students to use the Dictionary of American Biography, which is probably the best source of information for such material on most of the leaders. Bring a copy of one of the volumes to class and introduce the collection to them. Explain how the collection was compiled, what it contains, what its position is in the academic world of historians, etc. Urge students to try to use it, even though the writing is fairly difficult.

Dictionary of
Biography.

Also recommend some other sources such as easier encyclopedias and any biographies which are available in the school library.

13. Have one or two very good readers use Nettles to collect similar information for the men in England who promoted the colonial ventures. They might record such information on a chart to be compared with the information collected and recorded on leaders in the colony. They should also collect information on the purposes of these English promoters and on the methods they chose to finance their operations. Again, they might try to prepare a chart to illustrate their findings.

Nettles, The
American Ci
ch. 5.

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See possible list of leaders in the appendix to this unit.

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Nettles, The Roots of American Civilization, ch. 5.

G. Whenever things valued by a society are scarce, there will be differential access to and control of these valued and scarce things by sub-groups within the society.

G. Class membership has certain effects on life and behavior (class correlates).

G. Status may be acquired by birth, achievement, or some combination of birth and achievement.

G. Societies differ in the relative number of ascribed and achieved statuses they provide and the relative emphasis they are given.

G. Social scientists set up classifications to suit their purposes; the use of different criteria result in different classifications.

G. Status may be acquired by birth, achievement, or some combination of birth and achievement.

G. Societies differ in the relative number of ascribed and achieved statuses they provide and the relative emphasis they are given.

D. Class structure in the colonies was a re
the mother country and of changes which
to the New World produced.

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society was definitely stratified, altho
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riteria result in different clas-
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s differ in the relative number of
l and achieved statuses they pro-
the relative emphasis they are

D. Class structure in the colonies was a reflection both of the mother country and of changes which the migration to the New World produced.

1. The English model of society was used. Colonial society was definitely stratified, although mobility existed, as it had in England.

14. Review what students learned in their junior high school courses about the concepts of social class, role, status, and social mobility. If students have not come through the Center's junior high program or if they need more than just a brief review of these concepts, spend some time making sure that they understand the meaning of these terms and their relationships to each other. You may wish to do one or more of the following:

    a. Use some of the activities suggested in the seventh grade course on Man and Culture to teach the concept of role and status.

    b. Give pupils data or show them tables on subjective perceptions by Americans of their own class position. You could see either the 1940 survey from Fortune or from the Institute of Public Opinion. Or you might have pupils compare them. Now show the class graphs comparing the percentages of people in different classes if such classes are stratified by income. Ask: To what extent do people's perceptions of their class jibe with classes divided according to income? (Have pupils make a careful comparison between the tables on incomes and perceptions.)

    Given these income statistics, how can you explain the fact that so few Americans claimed to be members of the upper class? that so few said they were members of the lower class? What do these claims indicate about 20th century American cultural values?

    Also discuss: Do you think that today income is only basis for the differences in status between different groups in our population? Show

Tables and ch
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ratings can
ch. 6 of Broo
Sociology.

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in status between different groups in our population? Show

Tables and charts on these surveys and occupational ratings can be found in ch. 6 of Broom and Selznick, Sociology.

G. Members of a class can move out of the class by various means, and this mobility may be up or down. The amount of mobility differs in different societies.

S. Generalizes from data.

G. Whenever things valued by a society are scarce, there will be differential access to and control of these valued and scarce things by sub-groups within the society.

G. Status may be acquired by birth, achieve-

pupils the way in which 90 occupations were rated in 1957, or have pupils rate these same occupations in terms of highest status, next highest, etc. and have the class develop a chart to show the status as ranked by the class. Pick out some occupations which seem to have high status but lower incomes than those of some other occupations. How can pupils explain the ratings? Pick out some other occupations which are ranked rather low, considering the incomes usually received in such occupations. How can pupils explain these rankings? What do people consider (or what do members of this class consider) factors which give high status to people?

c. Perhaps show the class a chart comparing fathers' and sons' occupations in the U.S. in 1950. Ask: What does this chart show about opportunities in our country today for moving into a higher social class? What does it show about downward mobility into lower classes? (Be sure to call attention to the percent of laborers who come from families where the fathers were of a higher occupational class.)

Tables o
U.S. ca
Broom
Sociolog

Now tell the class that as they study colonial history and later periods of American history, they should analyze the social system to try to decide what kind of class system existed, what role perceptions people had in the different classes, what factors made for high and low status, and how easy it was to move from one class to another (either up or down).

15. Have the class examine the data on the chart of colonial leaders. You may wish to have pupils add some data orally about these leaders. Ask: What tentative conclusions can you draw about the class of these leaders and the characteristics which seemed most important in determining class and status in the colonial period? Was there any differences between the northern and southern colonies on these characteristics? What does this data suggest about the total class structure in the colonies?

The teacher may wish to add data, where appropriate, from the article by

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Tables on mobility in the U.S. can be found in Broom and Selznick, Sociology, p. 210.

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ment, or some combination of birth and achievement.

G. Control of one or a few scarce and valued things may enable a group to get control of other scarce and valued things and thus pyramid their power.

S. Generalizes from data.

G. As compared with individual enterprises and partnerships, corporations and joint stock companies make possible a larger investment in capital goods.

S. Identifies cultural assumptions.

S. Checks on the bias and competency of sources of information.

S. Looks for points of agreement and disagreement among sources of information.

Mildred Campbell in order to help clarify the class structure of the colonies. Make sure, also, that pupils understand the implications of the widespread landholding for the class structure of the period.

Campbell
of Some
in Smith,
Century

Have pupils review what they learned in the junior high school or in activity 14b about the contemporary class structure in this country. Compare and contrast it with that in colonial America.

16. Now have pupils compare the chart of colonial leaders with the chart of Englishmen who promoted the colonies. What similarities and differences do they see? Have pupils examine and discuss the chart on the purposes and techniques of these English promoters. Make certain the students understand that the promoters were private individuals, willing to risk capital in a business venture, and that the crown, while unwilling to risk capital, was willing to encourage and protect these promoters.

If you have not had any students do activity 14, prepare such a chart yourself to use with an informal lecture on the characteristics, purposes, and techniques of the English promoters. Students should be able to contribute something to this informal lecture discussion from their reading of Gallman.

17. Have pupils read excerpts from what the colonists themselves had to say about class. Then ask: How aware did these colonists seem to be of class differences? To what extent did they seem to accept or approve of a well-defined class structure? How reliable do you think these sources are as data for such conclusions? What other data would you like to have to check your conclusions.

"Selected
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Campbell, "Social Origins of Some Early Americans," in Smith, ed., Seventeenth Century America, pp. 63-89.

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"Selected Readings on Colonial History"

G. Class membership has certain effects on life and behavior (class correl[illegible]es).

S. Categorizes data.

2. The English migrants to the New Wo
representative sampling of all the E
however. A disproportionate numbe
classes came, having certain effects

a. The colonial aristocracy was base
and more on wealth.

b. The colonial middle class was dis
larger when compared with that o

c. The selective character of the mi
agressive, confident, individualis

d. Social mobility seemed greater si
the necessity of filling the traditio
new blood.

S. Sets up hypotheses.

G. Migration of people from one part of the world to another involves the movement of culture and material objects and so the diffusion of culture.

G. People can move out of one class to

mbership has certain effects
d behavior (class correlates).

zes data.

2. The English migrants to the New World were not a representative sampling of all the English classes, however. A disproportionate number of the middling classes came, having certain effects:

   a. The colonial aristocracy was based less on birth and more on wealth.

   b. The colonial middle class was disproportionately larger when compared with that of the mother country.

   c. The selective character of the migrants meant an agressive, confident, individualistic group.

   d. Social mobility seemed greater simply because of the necessity of filling the traditional structure with new blood.

ypotheses.

n of people from one part
rld to another involves the
t of culture and material
nd, so the diffusion of culture.

n move out of one class to

18. You might also use pictures to illustrate class differences in housing and clothing. However, do not overdo this use of pictures if pupils have come through the Center's sixth grade course, since pictures were used widely for this purpose.

19. Have a good student read Savelle's description of social stratification in England in the 17th century. He should prepare a chart for the bulletin board or for projection showing this structure. For example, on the left-hand side of the chart he might place the classes in order of their status (from top to bottom). On the right hand side, under a column entitled characteristics, he might list the characteristics of each class. Savelle , Se

Have the class examine this chart carefully. Then ask: Given what you have learned about the differences in social class between colonial leaders and the English promoters of colonies, would you expect colonial society to reproduce exactly the same class structure with the same people in it that were found in England? Why or why not? What opportunities were there for those of the lower middle class to rise in the class structure in the New World? Would such opportunities be greater or smaller than in England? Why? What opportunities would the mercantile class have to

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Savelle , Seeds of Liberty.

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Why? What opportunities would the mercantile class have to

another by marriage or by a change in their control of status-conferring factors such as money, education, political office, land, etc.

G. Social mobility increases as something happens to remove the group which has held the highest status in the past, thus making room for lower status groups to move up on the scale.

S. Looks for points of agreement and disagreement among sources of information.

S. Applies previously-learned concepts and generalizations to new data.

S. Tests hypotheses against data.

S. Checks on the bias of sources.

S. Generalizes from data.

G. Migration of people from one part of the world to another involves the movement of culture and material objects and so the diffusion of culture.

rise in the New World? Would their opportunities be greater or smaller than in England? Why? From what you know about colonial Virginia, would you expect the class structure to be the same as that in New England? Why or why not?

20. Read aloud or have a pupil report on Savelle's description of the class structure in Boston, at Harvard, and in the Colchester Church. Ask: What does this description tell us about the class system in New England? Why was John Adams ranked 14th in his class of 24 at Harvard? To what social class do you think most of the Harvard students belonged? Does Savelle's statement support or contradict other sources on the straf-ification system?

Savelle, Seed

21. Have pupils read Cadwallader Colden's ranking of members of New York's society. Discuss: How did this status system compare with that in England at the time? Also ask: Did Colden seem to like the merchants? How did these class distinctions compare with those found in Virginia? in other parts of the colonies? in England?

"Selected Re
Colonial Am

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Savelle, Seeds of Liberty.

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"Selected Readings on Colonial America."

G. Migration of people from one part of the world to another involves the movement of culture and material objects and so the diffusion of culture.

G. Mobility increases as something happens to remove the group which has held the highest status in the past, thus making room for lower status groups to move up on the scale.

G. Culture traits may change through a process of innovation from within.

G. Societies differ in the relative number of ascribed and achieved statuses they provide and the relative emphasis they are given.

S. Generalizes from data.

G. Migration of people from one part of the world to another involves the movement of culture and material objects and so the diffusion of culture.

G. Mobility increases as something happens to remove the group which has held the highest status in the past, thus making room for lower status groups to move up on the scale.

G. Changes in one aspect of a culture will have effects on other aspects.

22. Now read aloud a quotation from Savelle on the difference between the aristocracy of New England and that of Old England and upon the upward mobility in New England of people who had belonged to the lower middle class or commercial class in England.

Savelle, Se

23. Have several students read Savelle's description of the growth of the class system in colonial Virginia. They should prepare a chart resembling that constructed in activity 19.

Savelle, Se

Have the class compare the two charts. Discuss: How closely did the social structure of Virginia compare with that in England? Also ask: Do you think the aristocrats of Virginia had been aristocrats in England? Why or why not? Have the students who have read Savelle describe how the aristocracy of Virginia arose.

d aloud a quotation from Savelle on the difference between the
acy of New England and that of Old England and upon the upward
in New England of people who had belonged to the lower middle
commercial class in England.

Savelle, Seeds of Liberty.

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Savelle, Seeds of Liberty.

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S. Takes effective notes on reading.

3. Since land was a criterion of social st
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rapid mobility upward for many. Wh
got good soil, he was likely to ac
wealth but social status and political
to the traditional English standards.

III. People use their physical environment in te
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of life still continued to be the models for c

A. The Colonists' conceptions of land use a
of landholding were primarily English.

B. Transportation facilities, population den
tion difficultires, trade, and a host of ot
bined to keep settlement east of the Appa

G. People use their physical environment in terms of their cultural values, perceptions, and level of technology.

G. People can move out of one class to another by marriage or by a change in their control of status conferring factors such as money, education, political office, land, etc.

ffective notes on reading

3. Since land was a criterion of social status in the Old World, the availability of cheap acres meant more rapid mobility upward for many. When the colonist got good soil, he was likely to acquire not only wealth but social status and political power according to the traditional English standards.

III. People use their physical environment in terms of their cultural values, perceptions, and level of technology. Colonial settlement, even at the time of the Revolution, was still confined to the area east of the Appalachians. English patterns of life still continued to be the models for colonial life.

A. The Colonists' conceptions of land use and of the status of landholding were primarily English.

B. Transportation facilities, population density, communication difficultires, trade, and a host of other things combined to keep settlement east of the Appalachians.

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terms of their cultural
perceptions, and level of
gy.

an move out of one class
er by marriage or by a
n their control of status
ng factors such as money,
n, political office, land,

24. Have students read Part III of the Gallman pamphlet. They should take notes on possible effects of the ease of obtaining land on the social system plus notes on colonial economic development and production. Review note-taking techniques with them before they begin.

Gallman, De
American Co
Part III.

25. Now hold a discussion on farming, the dominant occupation of the colonial period. Ask: Why did the colonists set up the land-holding patterns that they did? Why did owning land carry such high prestige value? How did the ease of becoming a land-owner affect social mobility between classes? Where did colonists gain their ideas about how to farm? (Do not emphasize unduly the particular crops of each area unless pupils have not come through the Center's sixth grade curriculum.) Make sure that pupils understand that the basic ideas about agriculture in the colonies came from the Anglo-Saxon heritage of most colonists. Add additional information as needed to clarify diffusion through migration.

The teacher
Berkhofer,
Culture and
tier," Agric
Vol. 38, pp.
Savelle, See
pp. 182-204.

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Gallman, Developing the American Colonies, Part III.

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The teacher should consult: Berkhofer, "Space, Time, Culture and the New Frontier," Agricultural History, Vol. 38, pp. 21-30; Savelle, Seeds of Liberty, pp. 182-204.

G. The significance of location depends upon cultural contributions both within and outside of a country or area.

G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

G. Specialization, whether by geographical area, person, or company, leads to interdependence.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. At any specific time the total economic output is affected by the quantity and quality of productive resources (natural resources, labor, and capital goods), by the level of technology, and by the efficiency of the organizational structure.

G. The rational use of resources calls for the use of more of those resources in large supply as a substitute for those in short supply, even if a different balance might increase output per man hour.

Also discuss: Why do you think settlers generally remained east of the Appalachians?

26. Give pupils a chance to review their notes on Part III of Gallman. Then discuss: Why did colonial families make such an effort to be self-sufficient in as many ways as possible? Where did they obtain luxury goods which they acquired? How did the colonists pay for goods from England and other countries? How did the quantity of different factors of production affect decisions about what to produce? To what extent was mining important in the colonies? Why? To what extent was manufacturing important? Why? How was most manufacturing carried on? Perhaps project pictures from Bridenbaugh to illustrate some of the kinds of craftsmanship carried out in the colonies.

Bridenbaugh
Craftsman.
Also see ch.
and pp. 134
parison with

Also discuss: How do you think craftsmen would have ranked in status? Why? Read aloud quotations from Bridenbaugh about the differing status of craftsmen in different parts of the North and between the North and the South. Discuss: How did the craftsmen in the cities rise in status?

Also ask: How do you think craftsmen in the colonies would have fared economically as compared with similar craftsmen in England at that time? Why? Now quote Bridenbaugh on the differences.

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Bridenbaugh, The Colonial Craftsman. See pictures. Also see ch. 6 (on status), and pp. 134-135 (on comparison with England).

G. Prices (including wages) are affected by supply and demand.

G. A place needs cheap and rapid transportation in order to carry on much trade with other places.

S. Generalizes from data.

S. Sets up hypotheses.

S. Generalizes from data.

G. Specialization, whether by geographical area, person, or company, leads to interdependence.

G. People in most societies of the world depend upon people living in other communities and countries for certain goods and services and for markets for their

C. Communication and trade were directed p
England, and secondarily, to the other co

(including wages) are affected
ly and demand.

needs cheap and rapid trans-
on in order to carry on much
ith other places.

lizes from data.

hypotheses.

lizes from data.

lization, whether by geograph-
ea, person, or company, leads
rdependence.

in most societies of the world
upon people living in other com-
es and countries for certain goods
rvices and for markets for their

C. Communication and trade were directed primarily to England, and secondarily, to the other countries.

27. Perhaps have pupils read Mittelberger's account of the indentured servants' lot on the boat and after coming to America. Discuss: How does this account compare with what you have learned in earlier years about some other group? Do you think the indentured servants would all have agreed with the author's views about the wisdom of coming to America? Why or why not?

"Selected Readi
Colonial Histor

28. Divide the class into groups, each to read one of the descriptions of runaway servants or apprentices. Do not identify what group of people is being discussed in these advertisements. Then ask the class: To what group of people do you think these advertisements refer? Why? Now tell the class that they refer to white indentured servants and apprentices, not to Negro slaves. Ask: What do these advertisements indicate about colonial beliefs about class? What do they indicate about the classes from which these indentured servants had come in England? (Were they mostly peasants? skilled handicraftsmen? etc.)

"Selected Readi
Colonial Histor

29. Have pupils read the brief excerpt from Alsop on the use of tobacco in trade in Maryland in the 1660's. Discuss: Why do you think these colonists used tobacco as a means of exchange at times? What does this excerpt indicate about the dependence of the colony upon other places? Why do you think the colonists here put so much of their energies into raising tobacco? (If necessary, review the ideas learned in earlier grades to disprove the idea of physical determinism.)

"Selected Read
Colonial Histor

ave pupils read Mittelberger's account of the indentured ser- n the boat and after coming to America. Discuss: How does nt compare with what you have learned in earlier years about r group? Do you think the indentured servants would all have h the author's views about the wisdom of coming to America? y not?	"Selected Readings on Colonial History"
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s read the brief excerpt from Alsop on the use of tobacco in laryland in the 1660's. Discuss: Why do you think these colo- tobacco as a means of exchange at times? What does this ex- ate about the dependence of the colony upon other places? Why nk the colonists here put so much of their energies into raising (If necessary, review the ideas learned in earlier grades to he idea of physical determinism.)	"Selected Readings on Colonial History."

goods. The degree of dependence upon other communities varies from one society to another.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

S. Reads for main ideas and to answer questions.

S. Takes effective notes on reading.

S. Generalizes from data.

G. Certain basic economic questions related to allocation are resolved in some fashion in every society, although perhaps in no other way than by tradition. These questions are: (1) What and how much

30. Have students read part IV of Gallman on England's economic policies toward the colonies. Again ask them to take notes on their reading. Later collect these notes and make additional suggestions for improvement.

Gallman, De
Am. Colonie

31. Discuss: Could the colonies have existed outside the English mercantile system? Make certain the students appreciate the advantages of being within the system in a world dedicated to mercantilism, as well as the disadvantages. This discussion should be utilized so that the later economic problems of the settlers both in and after the Revolution will be easily comprehensible to the students.

32. When the game of Empire becomes available from E.S.I. or from Abt Associations which developed it for ESI, you may wish to have your pupils play this simulation game on mercantilism.

33. Ask: From what you now know about the colonial economic system, how would you analyze it in terms of the basic economic questions which are resolved in some way in every economic system? In what way were the following questions revolved: What and how much should be produced? How should goods be produced? Who shall get what part of what is pro-

See chart in

nts read part IV of Gallman on England's economic policies colonies. Again ask them to take notes on their reading. ct these notes and make additional suggestions for improve-

Gallman, Developing the Am. Colonies, Pt. IV.

ould the colonies have existed outside the English mercantile lake certain the students appreciate the advantages of being ystem in a world dedicated to mercantilism, as well as the es. This discussion should be utilized so that the later eco- lems of the settlers both in and after the Revolution will be prehensible to the students.

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See chart in appendix.

shall be produced? (2) How shall something be produced? and (3) How shall these goods and services be distributed among the population?

G. Economic systems are usually mixed, with both public and private ownership and with decisions made both by the government and by individual members of society.

S. Generalizes from data.

S. Sets up hypotheses.

IV. Religious views and institutions reflected rel
and conflicts in England in the 17th century,
in the colonies were a little slower to adopt
toleration.

A. Although English forms of Protestantism
the colonies, there was a far greater prop
senters in the colonies than in England.

B. Religious beliefs affected economic life.

S. Generalizes from data.

S. Reads to answer questions.

oduced? (2) How shall
be produced? and (3)
these goods and services
ted among the population?

systems are usually mixed,
ublic and private ownership
ecisions made both by the
t and by individual members

s from data.

potheses.

IV. Religious views and institutions reflected religious views and conflicts in England in the 17th century, although those in the colonies were a little slower to adopt ideas of religious toleration.

A. Although English forms of Protestantism predominated in the colonies, there was a far greater proportion of dissenters in the colonies than in England.

B. Religious beliefs affected economic life.

s from data.

nswer questions.

duced? Perhaps have pupils try to place the colonial economic system on a chart to note the relative importance of tradition, market, and government command in this system.

34. Have the class look once again at the chart on colonial leaders. Ask: To what extent can you generalize about the religion of these leaders? What differences and similarities do you note? What would this chart imply about differences in the colonies as a whole? about the relative importance of Protestantism, Catholicism, and Judaism?

35. In preparation for the next reading assignment, hold a brief discussion on the question of the relationship between the settler's views on capitalism and his religious conviction. Ask: Did a Puritan New Englander want to make money more than a Southern Anglican? Less? Did a Puritan New Englander want to make more money than a Philadelphia Quaker? Center the discussion peripherally on the differences between the sects and substantially, if possible, on the so-called Protestant ethic.

36. Have students use different history textbooks to try to find data on religions U. S. Textbo

erhaps have pupils try to place the colonial economic system
to note the relative importance of tradition, market, and
nt command in this system.

lass look once again at the chart on colonial leaders. Ask: To
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S. Sets up hypotheses.

G. A given culture is an integrated whole, based on fundamental postulates or values.

S. Identifies cultural assumptions.

S. Checks the bias and competency of sources.

S. Tests hypotheses against data.

G. A given culture is an integrated whole, based on fundamental postulates or values.

S. Differentiates between facts, inferences, and value judgements.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE

and their effects on daily life in the colonies. The texts will emphasize the different sects, but have students hunt for effects of the religions on other aspects of life. Try to provide different textbooks to suit the differing reading abilities of class members. You may wish to use some college texts, as well as high school texts of differing levels of difficulty.

levels of rea

Hold a brief discussion on the relationship between a colonist's religion and his economic attitudes. Center the discussion on the question of whether one caused the other, whether one reinforced the other, or vice-versa. From the texts, the students will not have enough information to come to any firm conclusions, so use this discussion to lead into the next activity.

37. Have students read what colonists themselves said about the connection between religion and the work role. They should do the exercise which follows the reading

"Selected R
Colonial Hi

Discuss: How reliable do you think these sources are as data for generalizing about the relationship between religion and work in the colonies? Why? (Review criteria to use in determining reliability if this seems necessary.) Now return to the questions raised in activity #36. Find out if pupils have changed their minds, as the result of their reading.

38. Give an informal lecture on the Weber and Tawney theses concerning the relationship between capitalism and Protestantism. Be certain to give the criticisms which have been made of the theses. (See particularly Samuelsson.)

Samuelsson,
Economic A
Critique of

Since this will be the first time that differing interpretations have been introduced, discuss the reasons why historians and historical sociologists

ffects on daily life in the colonies. The texts will emphasize t sects, but have students hunt for effects of the religions on ts of life. Try to provide different textbooks to suit the differ- abilities of class members. You may wish to use some college ell as high school texts of differing levels of difficulty.

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"Selected Readings on Colonial History."

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Samuelsson, Religion and Economic Action, A Critique of Max Weber.

will be the first time that differing interpretations have been , discuss the reasons why historians and historical sociologists

IN THE LIGHT OF NEW EVIDENCE.

S. Uses different types of atlases, including historical atlases of various types.

S. Tests hypotheses against data.

S. Generalizes from data.

A. IS SCEPTICAL OF CONVENTIONAL TRUTHS AND DEMANDS THAT WIDELY-HELD AND POPULAR NOTIONS BE JUDGED IN ACCORDANCE WITH STANDARDS OF EMPIRICAL VALIDATION.

S. Identifies cultural assumptions.

A. IS SCEPTICAL OF CONVENTIONAL TRUTHS AND DEMANDS THAT WIDELY-HELD AND POPULAR NOTIONS BE JUDGED IN ACCORDANCE WITH STANDARDS OF EMPIRICAL VALIDATION.

C. Anti-Catholicism was prevalent among all forms of Protestantism.

D. Both dissenters and Anglicans erected estab where they were able to, and they did not e religious freedom to the other non-conform

GHT OF NEW EVIDENCE.

rent types of atlases, including
atlases of various types.

theses against data.

s from data.

CAL OF CONVENTIONAL
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N ACCORDANCE WITH STAND-
EMPIRICAL VALIDATION.

cultural assumptions.

CAL OF CONVENTIONAL
ND DEMANDS THAT WIDELY-
POPULAR NOTIONS BE
N ACCORDANCE WITH STAND-
EMPIRICAL VALIDATION.

C. Anti-Catholicism was prevalent among all the English forms of Protestantism.

D. Both dissenters and Anglicans erected established churches where they were able to, and they did not extend complete religious freedom to the other non-conforming Christians.

differ and the value of reading several interpretations before accepting just one. The teacher might also point out that historians often use the same "facts" to come up with different conclusions.

39. Show the class charts on the religious makeup of the American colonies. Ask: What can you tell from these charts about the religion of the colonists? If Weber's and Tawney's thesis has any validity, would the so-called Protestant ethic be a vital part of the mores of the colonists?

Gaustad, His of Religion i Part I.

40. Ask: During your study of different leaders in the colonies, did you find any data to support or refute the idea that colonists came to this country for religious freedom? that they believed in religious freedom or toleration for others? (Call particularly on students who have read about Ann Hutchinson and Roger Williams.) What did you find in your textbooks about these questions when you read about religions in the colonies?

41. Have pupils read excerpts from Edward Burrough's Declaration of the Sad and Great Persecution and Martyrdom of Quakers in New England. Then have them read Nathaniel Ward's attack on religious toleration.

"Selected Rea Colonial Hist

Discuss: What do these documents indicate about the religious reasons why Puritans came to Massachusetts? What does the Burrough's declaration indicate about the culture of the times? How did Ward defend religious persecution?

42. Have pupils examine the list of offences punishable by death in Massachusetts. Discuss: What does this list illustrate about the culture of the times? about religious toleration?

"Selected Rea Colonial Hist

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The teacher might also point out that historians often use the
cts" to come up with different conclusions.

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Gaustad, Historical Atlas of Religion in America, Part I.

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"Selected Readings on Colonial History."

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secution?

s examine the list of offences punishable by death in Massachu-
scuss: What does this list illustrate about the culture of the
out religious toleration?

"Selected Readings on Colonial History."

S. Applies previously-learned concepts and generalizations to new data.

S. Sets up hypotheses.

S. Takes effective notes on lectures.

V. The colonial political system reflected th... and conflicts in England.

A. While the English colonies were being f... the 17 Century, the English people at ho... over control of the government.

1. The middle class, using Parliament ... against the King, sought and obtained ... and representation in government for...

previously-learned concepts
ralizations to new data.

ypotheses.

ffective notes on lectures.

V. The colonial political system reflected the political culture and conflicts in England.

A. While the English colonies were being founded during the 17 Century, the English people at home were fighting over control of the government.

1. The middle class, using Parliament as an agency against the King, sought and obtained more self-rule and representation in government for themselves.

43. Have one or more students read about the Salem witch trials. They should tell the class about the charges and kinds of trials permitted. Perhaps some pupils might like to dramatize a brief section of Miller's Crucible to illustrate: (a) the lack of safeguards at such trials, and (b) the religious intoleration of the period. Make sure that pupils understand that witchcraft trials were not common throughout the colonial period.

Starkey, De
setts; Mille

44. From their study of colonial leaders and their reading of Gallman's pamphlet, students should have learned several pieces of data about the governmental structure as well as its functions in colonial America. Utilize this data in a class discussion. Compile a list of governmental positions, both elective and appointive, which the leaders held. Using the compiled list, and drawing on what students learned in the eighth grade about a political system, have students try to figure out what the power structure was in colonial times. Gallman's pamphlet can be utilized to ascertain which political functions would be exercised by the mother country and which would be exercised by the colonies within the imperial system.

45. Since pupils in the Center's curriculum have not yet studied the history of Western Europe, give an informal lecture in which you explain the basic political changes which took place in England in the 17th Century. Be certain to discuss the victory of Parliament over the king and the rise of the middle class in political influence. Also discuss the English suffrage requirements and the philosophy behind this restriction on voting. Before you begin, review techniques for taking notes on lectures.

For teacher
England in t

If pupils have not come through the Center's curricular program and have had an earlier course on world history, review what they learned about English political changes in the 17th century. Add additional material as needed to bring out the points suggested above.

or more students read about the Salem witch trials. They l the class about the charges and kinds of trials permitted. Per- e pupils might like to dramatize a brief section of Miller's Cruci- strate: (a) the lack of safeguards at such trials, and (b) the re- oleration of the period. Make sure that pupils understand that trials were not common throughout the colonial period.

Starkey, Devil in Massachusetts; Miller, The Crucible.

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For teacher's use: Ashley, England in the 17th Century.

have not come through the Center's curricular program and an earlier course on world history, review what they learned glish political changes in the 17th century. Add additional materi- eded to bring out the points suggested above.

S. Reads to answer questions.

S. Tests hypotheses against data.

G. Migration of people from one part of the world to another involves the movement of culture and material objects and so the diffusion of culture.

G. Political power is unevenly distributed through a population.

G. The unequal distribution of political power reflects the basic unequal distribution of resources, skills, and motivation in a society.

S. Takes effective notes on lectures.

G. Migration of people from one part of the world to another involves the movement of culture and material objects and so the diffusion of culture.

G. The unequal distribution of political power reflects the basic unequal

2. Suffrage and office-holding continued to b
to those with a stake in society, namely p
holders.

B. Colonial political ideas reflected English vi
English political conflicts; the political syst
developed was the result of both diffusion of
ideas which accompanied migration and modi
which arose in the New World.

2. Suffrage and office-holding continued to be restricted to those with a stake in society, namely property holders.

B. Colonial political ideas reflected English views and English political conflicts; the political system which developed was the result of both diffusion of political ideas which accompanied migration and modifications which arose in the New World.

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tive notes on lectures.

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l to another involves the
of culture and material
so the diffusion of cul-

l distribution of political
cts the basic unequal

46. Have the students read text sections on colonial government to see if their speculations in activity 44 were correct or not. As they read, have them consider what effect the English Revolution would have on colonial political thought and practice.

    Discuss: Does your reading support or refute the hypotheses you set up earlier about the colonial political power structure? What effects did the English revolution of the 17th century have upon colonial political thought?

U. S. hist
of varied

47. Give an informal lecture on the requirements, the participation, and the practice of colonial voting. Have pupils take notes. Perhaps read some descriptions from Sydnor, ch. 2, of polling scenes. Discuss the implications of the colonial voting requirements and participation. Also, discuss: How does the data which I have given you compare with that which you found in your textbooks? Give pupils the source for the information which you have presented and tell them the dates for the studies from which the authors have drawn and something about the competency of the authors.

Williamso
Suffrage f
to Democr
Sydnor, A
volutionai
Making.

udent s read text sections on colonial government to see if lations in activity 44 were correct or not. As they read, have der what effect the English Revolution would have on colonial ought and practice.

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U. S. history textbooks of varied reading levels.

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Williamson, American Suffrage from Property to Democracy, chs. 1-3. Sydnor, American Revolutionaires in the Making.

distribution of resources, skills, and motivation in a society.

S. Looks for points of agreement and disagreement among sources of information.

S. Checks on the bias and competency of authors.

S. Generalizes from data.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. A given culture is an integrated whole, based on fundamental postulates or values.

C. Since 17th century colonists as well as En
sidered society and state a unity, those wh
power also had social, religious, and ecc

of resources, skills,
on in a society.

ints of agreement and
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e bias and competency

from data.

ure is always changing,
or elements may per-
g periods of time.

ure is an integrated
l on fundamental postu-
es.

C. Since 17th century colonists as well as Englishmen considered society and state a unity, those who hold political power also had social, religious, and economic power.

48. Have a pupil prepare a chart comparing the liberties listed for the Massachusetts Bay Colony and those listed in our federal Constitution. Have pupils examine the chart. Ask: Which liberties seem to be similar? Why might this be so? Which are found in the Constitution but not among the Massachusetts colonial list? How can you explain this difference? Which liberties are found in the Massachusetts list but not in our Constitution? How can you explain this difference?

"Selected R
Colonial His
A copy of th
of the U. S.

Culminating Activities

49. Have students look once more at the chart they developed on colonial leaders. Ask: What relationship do you see between political and social status, and economic and religious position? Why do you think most of these leaders had high status in all four areas? Do those who have political power today also have social, economic, and religious importance? (Review what pupils learned in the Center's eighth grade course.) Try to develop a careful comparison between the situation today and that in colonial America.

upil prepare a chart comparing the liberties listed for the Massa- Bay Colony and those listed in our federal Constitution. Have amine the chart. Ask: Which liberties seem to be similar? t this be so? Which are found in the Constitution but not among achusetts colonial list? How can you explain this difference? erties are found in the Massachusetts list but not in our Con- ? How can you explain this difference?

"Selected Readings on Colonial History."
A copy of the Constitution of the U. S.

ctivities

ients look once more at the chart they developed on colonial Ask: What relationship do you see between political and social nd economic and religious position? Why do you think most of ders had high status in all four areas? Do those who have politi- today also have social, economic, and religious importance? what pupils learned in the Center's eighth grade course.) Try p a careful comparison between the situation today and that in America.

S. Generalizes from data

G. Democracy as a political form is based on the general assumptions that majorities of citizens are the best judges of what is good for them and that they are entitled to make such decisions.

G. It is impossible to understand the meaning of a piece of writing without understanding the author's frame of reference and use of vocabulary.

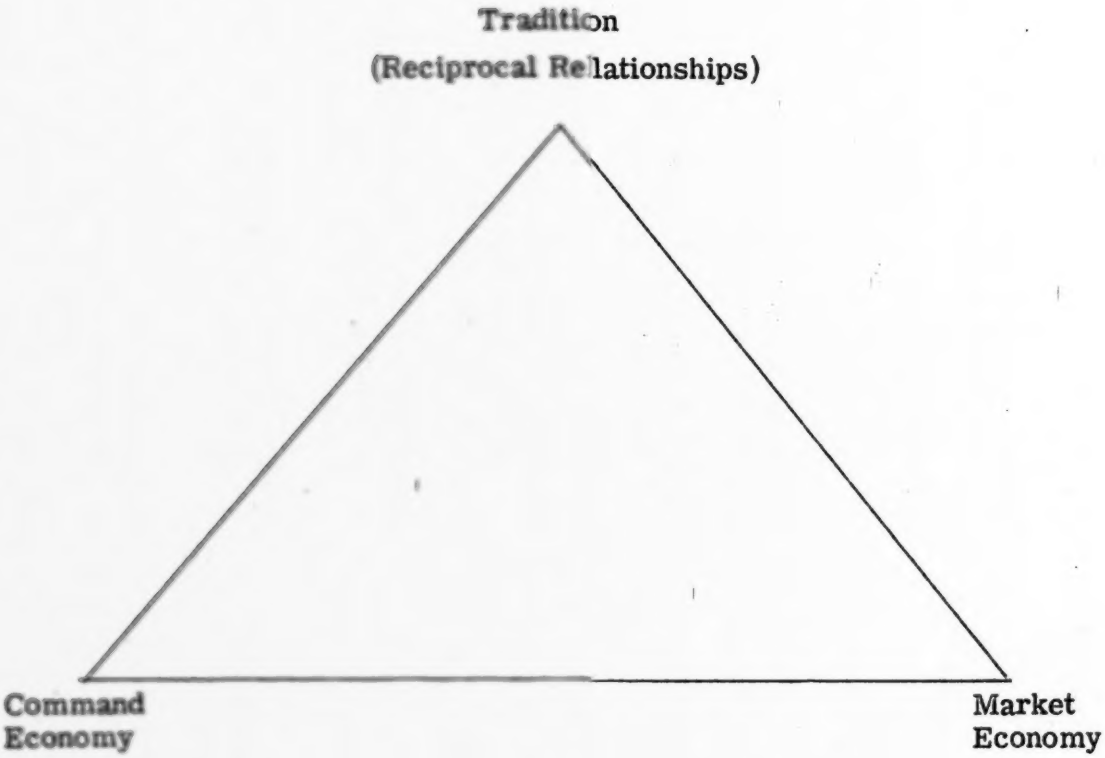
. Generalizes from data.

50. Discuss: Did democracy exist in the English colonies? This discussion should summarize the political, social, economic, and religious facets of colonial life. From the eighth grade curriculum, the students should have gained a working knowledge of democracy. If they do not have this knowledge, be certain to discuss the concept of democracy at length. The teacher should describe, when appropriate in the discussion, the current historiographical controversy over democracy in the colonial period.

51. Have the students write an essay in which they discuss those characteristics which make up the colonial cultural base.

COLONIAL LEADERS

	Religion	Occupation	Income	Education	Property	Family Status	Offices
1. John Cotton							
2. John Winthrop							
3. William Bradford							
4. Thomas Shepard							
5. Francis Higginson							
6. Edward Johnson							
7. Roger Williams							
8. Nathaniel Ward							
9. Jonathan Mitchell							
10. John Wise							
11. Samuel Sewall							
12. Richard Saltonstall							
13. John Smith							
14. William Penn							
15. Thomas Hooker							
16. John Davenport							
17. Theopolis Eaton							
18. Anne Hutchinson							
19. Samuel Groton							
20. George Calvert							
21. William Byrd							
22. Nathaniel Bacon							
23. Robert Beverly							
24. John Cater							
25. Samuel Mathews							
26. William Fitzhugh							
27. Nicholas Van Rensslaer							
28. Peter Schuyler							
29. Lewis Morris							
30. Robert Livingston							
31. Oloff Van Cortlandt							
32. George Phillips							
33. Davis Lloyd							
34. Cotton Mather							
35. James Logan							


Tradition
(Reciprocal Relationships)
Command
Economy
Market
Economy

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* Crucial for unit. Classroom set needed.

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unit. Classroom set needed.

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